

Bonesteel/Fairfax School District Improvement/Progress Report Form

Principle: 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:25:04 Evaluation Procedures

School districts shall ensure, at a minimum, a child is assessed in all areas related to the suspected disability and those evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child.

In eight files reviewed, there was no evidence of functional assessment. The present levels of performance showed knowledge of student's strengths and weaknesses, but through the file reviews and teacher interviews, they were not conducting functional assessment and including those in a written report. In two files there was no transition evaluation conducted.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district shall conduct an evaluation for each student which includes all areas of suspected disability including transition for those who are 14 or older and develop a written summary to be utilized in the present levels of performance.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will evaluate and re-evaluate in all areas of suspected disability. Transition (for transition age students) and functional evaluation will be completed and included in a written report.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**6 month
progress**
Record date
objective is met

**12 month
progress**
Record date
objective is met

<p>1. What will the district do to improve?</p> <p>All initial and re-evaluations will include functional evaluation to be used in the present level of performance.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the initial and re-evaluations conducted during the sixth month reporting period and document the number of files that had functional assessment included in a written report in each area of disability.</p>	<p>October 11, 2005</p>	<p>Special Education Staff</p>	<p>Met 12/21/05</p>	
<p>Please explain the data (6 month) In 3 of 3 initial and re-evaluation, function assessment information was documented in a written report.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?</p> <p>One representative of the school district attended the 2005 Statewide Special Education Conference March 13 – 15, 2005.</p> <p>What data will be given to SEP to verify this objective?</p> <p>A meeting of special education staff was held on March 16, 2005, to share information gathered at the conference, including information related to Principle 3. This can be verified by interview with special education staff.</p>			<p>Met 12/21/05</p>	
<p>Please explain the data (6 month) According to Steering Committee log notes dated 3/16/05, Special Education Staff met and discussed transition and functional assessment information that was gathered at the Statewide Special Education Conference March 13-15, 2005.</p>				
<p>Please explain the data (12 month)</p>				

<p>3. What will the district do to improve?</p> <p>One representative of the school district attended the following Region 3 ESA seminar on April 16, 2005: The IEP Process: Meeting Compliance & Behavior: Observe, Plan, and Implement.</p> <p>What data will be given to SEP to verify this objective?</p> <p>A meeting of special education staff was held on April 18, 2005, to share information learned at the seminar, including information related to Principle 3. This can be verified by interview with special education staff.</p>			<p>Met 12/21/05</p>	
<p>Please explain the data (6 month)</p> <p>According to Steering Committee Meeting Log dated 4/18/05, a meeting of Special Education staff was held to update all staff on information shared at the April 16th, 2005 seminar regarding the IEP process.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: 3 – Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:30:05. Content of notice</u></p> <p>The notice must include the following: A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal.</p> <p>In three files reviewed there were evaluations given without consent. Two of the files did not have consent for transition evaluations and one did not address adaptive, visual motor and sensory evaluations. Five files did not contain any form of consent for evaluation. Two of them were for evaluations which were conducted on out of district placements and three were local re-evaluations.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district shall ensure permission is received for all types evaluations prior to beginning the evaluation process</p>

<p>2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will conduct pre-evaluation meetings to discuss types of evaluation necessary (including parental involvement) and ensure all evaluations to be conducted are on the permission to evaluate notice.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve?</p> <p>All prior notices for evaluation will include information covering all evaluations to be conducted.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the initial and re-evaluations conducted during the sixth month reporting period and document the number of files that included permission to evaluate in all areas.</p>	<p>October 11, 2005</p>	<p>Special Education Staff</p>	<p>Met 12/21/05</p>	
<p>Please explain the data (6 month)</p> <p>In 3 out of 3 initial and re-evaluations conducted, permission to evaluate was appropriately documented and types of evaluations were listed.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: 5 – Individual Education Program</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>24:05:27:132.02. Transition services</u></p> <p>Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</p> <p>In two of the five files reviewed of individuals age fourteen or older, the individual education program did not address an outcome oriented process for future planning of employment and living arrangements. They were either blank or addressed previous employment.</p>

<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure all individual education plans designed for students age 14 and over include an outcome oriented process for future planning of employment and living arrangements.</p>				
<p>1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will ensure all IEPs designed for students age 14 and over include an outcome oriented process for future planning of employment and living arrangements.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>All IEPs designed for students age 14 and over will include an outcome oriented process for future planning of employment and living arrangements.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the IEPs written for students age 14 and over during the 6 month reporting period and document the number of files that include an outcome oriented process for future planning of employment and living arrangements.</p>	<p>October 11, 2005</p>	<p>Special Education Staff</p>	<p>Met 12/21/05</p>	
<p>Please explain the data (6 month) In 2 of 2 files of students age 14 and older, future planning and living arrangements were documented.</p>				
<p>Please explain the data (12 month)</p>				

Principle: 5 – Individual Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>24:05:27:01.03. Content of individualized education program</u></p> <p>Each student's individualized education program shall include a statement of measurable annual goals, including benchmarks or short-term objectives. Annual goals should be designed to indicate activities the student will be working on. They are to be annual and measurable and should be reasonable (something the student can be expected to achieve in one year).</p> <p>In eight files reviewed, the goals were not measurable.</p> <p style="margin-left: 20px;">eg. **** will expand her receptive communication skills to an age appropriate level.</p> <p style="margin-left: 40px;">**** will organize and express ideas through writing.</p> <p style="margin-left: 40px;">**** will use vocabulary words to complete worksheet and apply to all subject areas.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure all annual goals within a students individualized education program are measurable and include benchmarks or short-term objectives.</p>				
<p>2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will write IEPs that contain measurable goals and include benchmarks or short-term objectives</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>All IEPs shall contain goals that are measurable and include benchmarks or short-term objectives.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of IEPs conducted during the 6 month reporting period and document the number of files that contained measurable goals, including benchmarks or short-term objectives.</p>	<p>October 11, 2005</p>	<p>Special Education Staff</p>	<p>Met 12/21/05</p>	

Please explain the data (6 month)
In 10 Of 10 files reviewed, all goals and/or short term objectives were measurable.

Please explain the data (12 month)

Principle: 6 – Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and non-academic activities. Justification statements are to use an accept/reject format which supports the information in the individual education program and clearly states why the placement is necessary to meet the unique educational needs of the student.

In four files reviewed, the team found justification statements that did not address placement using the continuum of placement options.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students will have the continuum of placements available and a justification statement using the accept/reject format will be included on each individualized education program.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will write IEPs that address placement using the continuum of placements and include a justification statement using the accept/reject format.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

<p>1. What will the district do to improve?</p> <p>All IEPs will address placement using the continuum of placements and include a justification statement using the accept/reject format.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the IEPs conducted during the 6 month reporting period and document the number of files that contain placements statements using the continuum of placements and include a justification statement using the accept/reject format.</p>	<p>October 11, 2005</p>	<p>Special Education Staff</p>	<p>Met 12/21/05</p>	
<p>Please explain the data (6 month)</p> <p>In 10 out of 10 files reviewed, the continuum of placement was properly addressed and justification statements were written using the accept/reject format.</p>				
<p>Please explain the data (12 month)</p>				